

## Saxe Gotha Elementary

100 Bill Williamson Court  
Lexington, South Carolina 29073

|                       |                       |              |
|-----------------------|-----------------------|--------------|
| <b>Grades</b>         | K-5 Elementary School |              |
| <b>Enrollment</b>     | 715 Students          |              |
| <b>Principal</b>      | Heath Branham         | 803-957-7022 |
| <b>Superintendent</b> | Dr. Karen C. Woodward | 803-951-8363 |
| <b>Board Chair</b>    | Albert J. Dooley Jr.  | 803-359-0844 |

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0         | 45   | 39      | 2             | 0              |

### IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2002</b> | Good                   | Below Average             | N/A                             |
| <b>2003</b> | Good                   | Average                   | No                              |
| <b>2004</b> | Good                   | Good                      | Yes                             |
| <b>2005</b> | Good                   | Good                      | No                              |

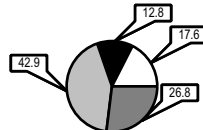
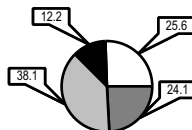
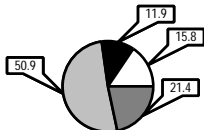
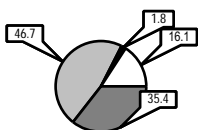
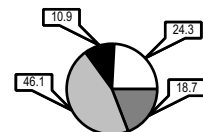
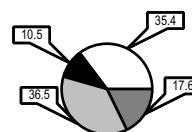
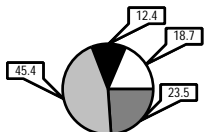
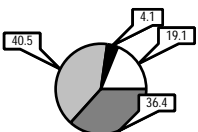
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

|  |                    |   |
|--|--------------------|---|
|  | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts – State Performance Objective = 38.2%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 371   | 99.7            | 15.9                 | 46.8           | 35.3                | 2.1               | 48.8  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 188   | 100.0           | 19.1                 | 46.2           | 32.9                | 1.7               | 44.5  |                                      |  |
| Female   | 183   | 99.5            | 12.6                 | 47.3           | 37.7                | 2.4               | 53.3  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 316   | 99.7            | 12.6                 | 48.0           | 37.4                | 2.0               | 51.4  | Yes                                  | Yes                                    |
| African American   | 34  | 100.0           | 25.0                 | 42.9           | 32.1                | 0.0               | 42.9  | I/S                                  | I/S                                    |
| Asian/Pacific Islander   | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 17  | 100.0           | 60.0                 | 33.3           | 6.7                 | 0.0               | 13.3  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 285   | 100.0           | 11.5                 | 48.1           | 38.1                | 2.3               | 52.7  |                                      |  |
| Disabled   | 86  | 98.8            | 30.0                 | 42.5           | 26.3                | 1.3               | 36.3  | No                                   | Yes                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-Migrant  | 371   | 99.7            | 15.9                 | 46.8           | 35.3                | 2.1               | 48.8  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 9   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 362   | 99.7            | 15.0                 | 46.8           | 36.0                | 2.1               | 49.5  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 200   | 100.0           | 22.1                 | 49.7           | 27.6                | 0.6               | 41.4  | Yes                                  | Yes                                    |
| Full-pay meals   | 171   | 99.4            | 8.8                  | 43.4           | 44.0                | 3.8               | 57.2  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics – State Performance Objective = 36.7%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 371 | 99.7  | 15.6 | 50.6 | 21.5 | 12.4 | 53.8 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 188 | 100.0 | 15.6 | 47.4 | 20.8 | 16.2 | 59.5 |     |     |
| Female   | 183 | 99.5  | 15.6 | 53.9 | 22.2 | 8.4  | 47.9 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 316 | 99.7  | 12.9 | 51.7 | 22.4 | 12.9 | 55.1 | Yes | Yes |
| African American   | 34  | 100.0 | 28.6 | 46.4 | 21.4 | 3.6  | 53.6 | I/S | I/S |
| Asian/Pacific Islander                                   | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 17  | 100.0 | 40.0 | 40.0 | 6.7  | 13.3 | 33.3 | I/S | I/S |
| American Indian/Alaskan                                  | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not Disabled   | 285 | 100.0 | 11.5 | 49.6 | 24.2 | 14.6 | 59.2 |     |     |
| Disabled   | 86  | 98.8  | 28.8 | 53.8 | 12.5 | 5.0  | 36.3 | No  | Yes |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-Migrant  | 371 | 99.7  | 15.6 | 50.6 | 21.5 | 12.4 | 53.8 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 9   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Non-Limited English Proficient                           | 362 | 99.7  | 14.7 | 50.8 | 21.9 | 12.6 | 55.0 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 200 | 100.0 | 21.5 | 51.4 | 18.8 | 8.3  | 48.6 | Yes | Yes |
| Full-pay meals   | 171 | 99.4  | 8.8  | 49.7 | 24.5 | 17.0 | 59.7 |     |     |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

|                                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>Science</b>                 |   |                 |                      |                |                     |                   |                                      |
| All Students                   | 371   | 99.7            | 25.3                 | 37.9           | 24.1                | 12.6              | 36.8                                 |
| <b>Gender</b>                  |   |                 |                      |                |                     |                   |                                      |
| Male                           | 188   | 100.0           | 26.0                 | 34.1           | 23.1                | 16.8              | 39.9                                 |
| Female                         | 183   | 99.5            | 24.6                 | 41.9           | 25.1                | 8.4               | 33.5                                 |
| <b>Racial/Ethnic Group</b>     |   |                 |                      |                |                     |                   |                                      |
| White                          | 316   | 99.7            | 21.4                 | 38.8           | 26.2                | 13.6              | 39.8                                 |
| African American               | 34  | 100.0           | 39.3                 | 42.9           | 10.7                | 7.1               | 17.9                                 |
| Asian/Pacific Islander         | 3   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Hispanic                       | 17  | 100.0           | 66.7                 | 20.0           | 13.3                | 0.0               | 13.3                                 |
| American Indian/Alaskan        | 1   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| <b>Disability Status</b>       |   |                 |                      |                |                     |                   |                                      |
| Not Disabled                   | 285   | 100.0           | 20.8                 | 36.9           | 26.9                | 15.4              | 42.3                                 |
| Disabled                       | 86  | 98.8            | 40.0                 | 41.3           | 15.0                | 3.8               | 18.8                                 |
| <b>Migrant Status</b>          |   |                 |                      |                |                     |                   |                                      |
| Migrant                        | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| Non-Migrant                    | 371   | 99.7            | 25.3                 | 37.9           | 24.1                | 12.6              | 36.8                                 |
| <b>English Proficiency</b>     |   |                 |                      |                |                     |                   |                                      |
| Limited English Proficient     | 9   | 100.0           | I/S                  | I/S            | I/S                 | I/S               | I/S                                  |
| Non-Limited English Proficient | 362   | 99.7            | 23.7                 | 38.7           | 24.6                | 12.9              | 37.5                                 |
| <b>Socio-Economic Status</b>   |   |                 |                      |                |                     |                   |                                      |
| Subsidized meals               | 200   | 100.0           | 31.5                 | 39.2           | 20.4                | 8.8               | 29.3                                 |
| Full-pay meals                 | 171   | 99.4            | 18.2                 | 36.5           | 28.3                | 17.0              | 45.3                                 |

|                                |     |       |      |      |      |      |      |
|--------------------------------|-----|-------|------|------|------|------|------|
| <b>Social Studies</b>          |     |       |      |      |      |      |      |
| All Students                   | 371 | 99.7  | 17.4 | 42.4 | 26.5 | 13.8 | 40.3 |
| <b>Gender</b>                  |     |       |      |      |      |      |      |
| Male                           | 188 | 100.0 | 15.6 | 38.2 | 28.3 | 17.9 | 46.2 |
| Female                         | 183 | 99.5  | 19.2 | 46.7 | 24.6 | 9.6  | 34.1 |
| <b>Racial/Ethnic Group</b>     |     |       |      |      |      |      |      |
| White                          | 316 | 99.7  | 15.3 | 41.2 | 29.6 | 13.9 | 43.5 |
| African American               | 34  | 100.0 | 21.4 | 53.6 | 7.1  | 17.9 | 25.0 |
| Asian/Pacific Islander         | 3   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Hispanic                       | 17  | 100.0 | 46.7 | 46.7 | 6.7  | 0.0  | 6.7  |
| American Indian/Alaskan        | 1   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| <b>Disability Status</b>       |     |       |      |      |      |      |      |
| Not Disabled                   | 285 | 100.0 | 15.0 | 40.4 | 30.0 | 14.6 | 44.6 |
| Disabled                       | 86  | 98.8  | 25.0 | 48.8 | 15.0 | 11.3 | 26.3 |
| <b>Migrant Status</b>          |     |       |      |      |      |      |      |
| Migrant                        | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |
| Non-Migrant                    | 371 | 99.7  | 17.4 | 42.4 | 26.5 | 13.8 | 40.3 |
| <b>English Proficiency</b>     |     |       |      |      |      |      |      |
| Limited English Proficient     | 9   | 100.0 | I/S  | I/S  | I/S  | I/S  | I/S  |
| Non-Limited English Proficient | 362 | 99.7  | 16.2 | 42.6 | 27.0 | 14.1 | 41.1 |
| <b>Socio-Economic Status</b>   |     |       |      |      |      |      |      |
| Subsidized meals               | 200 | 100.0 | 21.0 | 48.1 | 19.3 | 11.6 | 30.9 |
| Full-pay meals                 | 171 | 99.4  | 13.2 | 35.8 | 34.6 | 16.4 | 50.9 |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              | Grade | Enrollment 1 <sup>st</sup><br>Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and<br>Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| <b>English/Language Arts</b> |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 115  | 100.0    | 11.7          | 33.3    | 44.1         | 10.8       | 55.0                         |
|                              | 4     | 142  | 100.0    | 23.0          | 48.2    | 27.3         | 1.4        | 28.8                         |
|                              | 5     | 130  | 100.0    | 15.5          | 59.7    | 21.7         | 3.1        | 24.8                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 113  | 99.1     | 5.8           | 39.8    | 49.5         | 4.9        | 54.4                         |
|                              | 4     | 122  | 100.0    | 22.9          | 45.0    | 32.1         | 0.0        | 32.1                         |
|                              | 5     | 136  | 100.0    | 17.9          | 54.5    | 26.8         | 0.8        | 27.6                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Mathematics</b>           |       |  |          |               |         |              |            |                              |
| 2004                         | 3     | 115  | 100.0    | 9.9           | 60.4    | 24.3         | 5.4        | 29.7                         |
|                              | 4     | 142  | 100.0    | 12.2          | 64.0    | 18.7         | 5.0        | 23.7                         |
|                              | 5     | 130  | 100.0    | 15.5          | 40.3    | 24.0         | 20.2       | 44.2                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| 2005                         | 3     | 113  | 99.1     | 8.7           | 68.0    | 12.6         | 10.7       | 23.3                         |
|                              | 4     | 122  | 100.0    | 21.1          | 41.3    | 25.7         | 11.9       | 37.6                         |
|                              | 5     | 136  | 100.0    | 16.3          | 45.5    | 25.2         | 13.0       | 38.2                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Science</b>               |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 113  | 99.1     | 22.3          | 43.7    | 31.1         | 2.9        | 34.0                         |
|                              | 4     | 122  | 100.0    | 33.0          | 31.2    | 22.9         | 12.8       | 35.8                         |
|                              | 5     | 136  | 100.0    | 21.1          | 39.8    | 19.5         | 19.5       | 39.0                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
| <b>Social Studies</b>        |       |  |          |               |         |              |            |                              |
| 2004                         | 3     |  |          |               |         |              |            |                              |
|                              | 4     |  |          |               |         |              |            |                              |
|                              | 5     |  |          |               |         |              |            |                              |
|                              | 6     |  |          |               |         |              |            |                              |
|                              | 7     |  |          |               |         |              |            |                              |
|                              | 8     |  |          |               |         |              |            |                              |
| 2005                         | 3     | 113  | 99.1     | 7.8           | 41.7    | 35.9         | 14.6       | 50.5                         |
|                              | 4     | 122  | 100.0    | 17.4          | 42.2    | 33.0         | 7.3        | 40.4                         |
|                              | 5     | 136  | 100.0    | 25.2          | 44.7    | 13.8         | 16.3       | 30.1                         |
|                              | 6     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 7     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |
|                              | 8     | N/A  | N/A      | N/A           | N/A     | N/A          | N/A        | N/A                          |

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

|   | <b>Our School</b>      | <b>Change from Last Year</b> | <b>Elementary Schools with Students Like Ours</b> | <b>Median Elementary School</b> |
|---|------------------------|------------------------------|---|---------------------------------|
| <b>Students (n= 715)</b>  |                        |                              |   |                                 |
| First graders who attended full-day kindergarten                                | 99.2%                  | Up from 92.9%                | 100.0%  | 100.0%                          |
| Retention rate  | 1.7%                   | Down from 1.8%               | 3.1%  | 3.0%                            |
| Attendance rate   | 95.2%                  | Down from 95.5%              | 96.4%   | 96.3%                           |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 4.3%                   | Up from 3.1%                 | 4.7%  | 3.7%                            |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.1%                   | Up from 3.9%                 | 3.6%  | 3.2%                            |
| Eligible for gifted and talented  | 12.6%                  | Down from 14.0%              | 13.9%   | 12.0%                           |
| On academic plans   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| On academic probation   | N/AV                   | N/AV                         | N/A   | N/AV                            |
| With disabilities other than speech   | 9.5%                   | Up from 2.4%                 | 9.1%  | 8.2%                            |
| Older than usual for grade  | 0.4%                   | Down from 0.5%               | 0.8%  | 0.9%                            |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.0%                   | No change                    | 0.0%  | 0.0%                            |
| <b>Teachers (n= 66)</b>   |                        |                              |   |                                 |
| Teachers with advanced degrees  | 50.0%                  | No change                    | 54.2%   | 52.6%                           |
| Continuing contract teachers  | 84.8%                  | Down from 90.0%              | 85.9%   | 83.3%                           |
| Highly qualified teachers   | 95.0%                  | Down from 98.1%              | 92.6%   | 93.5%                           |
| Teachers with emergency or provisional certificates                             | 0.0%                   | No change                    | 0.0%  | 0.0%                            |
| Teachers returning from previous year   | 91.2%                  | Down from 92.3%              | 88.3%   | 87.0%                           |
| Teacher attendance rate   | 96.3%                  | Up from 96.0%                | 95.2%   | 95.0%                           |
| Average teacher salary  | \$42,506               | Up 2.2%                      | \$41,812  | \$41,703                        |
| Prof. development days/teacher  | 13.5 days              | Down from 16.9 days          | 12.8 days   | 12.8 days                       |
| <b>School</b>   |                        |                              |   |                                 |
| Principal's years at school   | 0.5                    | Down from 9.0                | 5.0   | 4.0                             |
| Student-teacher ratio in core subjects  | 19.8 to 1              | Up from 17.3 to 1            | 18.9 to 1   | 18.8 to 1                       |
| Prime instructional time  | 90.1%                  | Down from 90.2%              | 89.8%   | 89.8%                           |
| Dollars spent per pupil*  | \$6,991                | Up 5.3%                      | \$6,144   | \$6,242                         |
| Percent of expenditures for teacher salaries*                                   | 68.6%                  | Up from 68.0%                | 66.0%   | 65.8%                           |
| Opportunities in the arts   | Good                   | No change                    | Good  | Good                            |
| Parents attending conferences   | 99.0%                  | No change                    | 99.0%   | 99.0%                           |
| SACS accreditation  | Yes                    | No change                    | Yes   | Yes                             |
| Character development program   | Excellent              | No change                    | Excellent   | Good                            |
| * Prior year audited financial data are reported.                               |                        |                              |   |                                 |
|   | <b>Our District</b>    |                              | <b>State</b>                                      |                                 |
| Highly qualified teachers in low poverty schools                                | 92.1%                  |                              | 89.4%   |                                 |
| Highly qualified teachers in high poverty schools                               | N/A                    |                              | 90.1%   |                                 |
|   | <b>State Objective</b> |                              | <b>Met State Objective</b>                        |                                 |
| Highly qualified teachers in this school  | 65.0%                  |                              | Yes   |                                 |
| Student attendance in this school   | 95.3%                  |                              | No  |                                 |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Dear Parents:

Saxe Gotha Elementary School's staff, parents and community continue to work together to provide innovative, quality educational opportunities for all students.

We provide a warm, caring family atmosphere to all and are a Red Carpet Award winner honored by the state for providing a family-friendly environment where each person who enters is made to feel a part of the school family. The newest addition to our school family is P. Heath Branham, principal for the 2005-2006 school year.

During the 2004-2005 school year, Saxe Gotha identified barriers to progress by creating a school-wide Data Team that helped us identify our academic strengths and weaknesses. Then teachers, staff and parents worked together to improve the identified areas of weakness and to continue to enhance our areas of strength. All grade levels focused on a Balanced Literacy Model for Reading and Writing and worked to build classroom libraries.

Our hard work paid off as many of our students' MAP scores showed great gains. We also received the state's Palmetto Silver Award in recognition of our students' improvement on PACT scores this past year.

Saxe Gotha offered many opportunities for teachers to expand their knowledge and skills. This year we added a science coach and continued to collaborate with our mathematics consultant and literacy coach. These three individuals mentored teachers and helped them become more proficient in specific instructional practices. Our faculty members also participated in many beneficial professional development opportunities, such as the pursuit of advanced degrees, technology training, and workshops in literacy, mathematics and science.

Students have been provided with opportunities to develop social responsibility through a variety of school and community activities. Students were able to participate in many school-wide projects such as Jump Rope for Heart, Math-A-Thon, Adopt-A-Highway, Relay for Life, etc. In addition, each grade level chose a separate service-learning project. Students were given a chance to see the benefits of their project by receiving thank you notes, viewing videos, having class discussions and taking photographs.

The school and community have worked together this year to create students who are caring, educated and productive individuals — creating SHINING STARS IN A GALAXY OF EXCELLENCE!

Allan Whitacre, Interim Principal  
Sharon Barkley, School Improvement Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 63       | 104       | 55       |
| Percent satisfied with learning environment            | 95.2%    | 99.0%     | 96.3%    |
| Percent satisfied with social and physical environment | 95.2%    | 98.1%     | 94.5%    |
| Percent satisfied with school-home relations           | 88.9%    | 99.0%     | 81.8%    |

\*Only students at the highest elementary school grade level at this school and their parents were included.